

2005 - 2006
NCLB PROGRAMMATIC MONITORING

Cycle
5

Gifted Programs Checklist
(charter schools exempt unless applying for gifted funding)

LEA

Date

Person Completing Checklist

E-mail Address

Phone Number

I=IN COMPLIANCE

O=OUT OF COMPLIANCE

DIRECTIONS

- Review LEA procedures to ensure that all of the following requirements have been met.
 - Mark **I** if the item is in compliance
 - Mark **O** if the item is out of compliance
- For items found out of compliance (**O**), complete the Cycle 5 Compliance Activities Worksheet by indicating:
 - the items out of compliance and how they will be addressed;
 - who will be responsible; and
 - the date items are brought into compliance.
- Return the following to Ms. Bobbie Orlando, Monitoring Manager; Bin #32 at ADE by **December 1, 2005**:
 - This Gifted Programs Checklist; and
 - The completed Cycle 5 Compliance Activities Worksheet
 - LEA Education of Gifted Students Scope and Sequence and/or most recent update

The LEA

_____ is a charter and not applying for gifted funding and therefore is exempt.

The LEA ensures that the following requirements have been met (ARS 15-764(C)(D); 15-203 (A); 15-779; R7-2-406(A)(1)(a-c); R7-2-406(A)(2)(a-c); R7-2-406(A)(3)(a-c); R7-2-406(A)(4)(a-h)

- _____ provided special education for identified gifted pupils K-12. Special education shall include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil;
- _____ provided equity with reference to gifted/minority, gifted/special education or twice exceptional students, and educationally disadvantaged gifted students;
- _____ developed a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive special education commensurate with their academic abilities and potentials;
- _____ used the scope and sequence to provide for routine screening of gifted pupils using one or more tests adopted by the State Board as prescribed in §15-203, subsection A, paragraph 22 and §15-764. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based upon national norms, on a test adopted by the state board;
- _____ evaluated the comprehensive screening and assessment process annually;

Continued on back

The LEA ensures that the following requirements have been met:

- _____ included in the scope and sequence an explanation of how special education for the gifted differs from regular education in such areas as:
 - ☐ Content, including broad based interdisciplinary curriculum
 - ☐ Process, including higher level thinking skills
 - ☐ Product, including variety and complexity
 - ☐ Learning environment, including flexibility
- _____ evaluated the quality of proposed differentiated instruction;
- _____ conducted evaluation studies of it's programs for the gifted and submit information to the department of education regarding the results of it's studies if it receives additional assistance as provided in this section;
- _____ evaluated the reasonableness of the evaluation process and if it is calculated to provide ways to let the LEA upgrade programs for the gifted;
- _____ District Governing Board has adopted the following policy:
 - ☐ students shall be served who score at or above the 97th percentile on national norms in any one of three areas – verbal, non-verbal, or quantitative reasoning – on any test from the State Board approved list. Students who score below the 97th percentile also may be served.
 - ☐ shall accept, as valid for placement, scores at or above the 97th percentile on any State Board approved test submitted by other LEAs or by qualified professionals.
- _____ placed transfer students as soon as they have verified eligibility;
- _____ ensured that the scope and sequence references the following in the differentiated curriculum:
 - ☐ expanded academic course offerings may include, for example, one or more of the following: acceleration, enrichment, flexible pacing, interdisciplinary curriculum and seminars.
 - ☐ differentiated instruction, which emphasizes the development of higher order thinking, may include critical thinking, creative thinking and problem-solving skills.
 - ☐ supplemental services, which may be offered to meet the individual needs of each gifted student, may include, for example, guidance and counseling, mentorship, independent study, correspondence courses and concurrent enrollment.
- _____ included the following information in the school handbook or Scope and Sequence that is shared with all parents:
 - ☐ definition of a gifted child;
 - ☐ services mandated for gifted students by the State of Arizona;
 - ☐ services available from the LEA;
 - ☐ written criteria of the LEA for referral, screening, selection and placement.
- _____ provided parent rights in Spanish, if needed;
- _____ developed a written policy to show that parents and legal guardians are:
 - ☐ given the opportunity to have their children tested;
 - ☐ given advanced notice of the week that their children are to be tested;
 - ☐ given the opportunity to withhold permission for testing.
- _____ included the following procedures in the written policy:
 - ☐ make testing available for students K-12 on a periodic basis but not less than three times per year;
 - ☐ inform parents or legal guardians of the results of the district administered test within 30 school days of determining the test results;
 - ☐ upon request, explain test results to parents or legal guardians.

Continued on page 3

The LEA ensures that the following requirements have been met: *continued*

_____ Scope and Sequence contains the following component parts:

- ☐ statement of purpose;
- ☐ general population description;
- ☐ identification process and placement criteria including provisions for special populations;
- ☐ goals and objectives;
- ☐ curriculum, differentiated instruction and supplemental services;
- ☐ description of program model;
- ☐ time allocations for services;
- ☐ procedures and criteria for evaluation of student and program outcomes.

For a sample of a Gifted Students Scope and Sequence or for additional information visit the Arizona Department of Education Gifted Website at <http://www.ade.az.gov/asd/gifted>